The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.
Table of Contents

I. Overview ......................................................................................................................... 2

II. Eligibility Criteria .......................................................................................................... 2

III. Available Funds ............................................................................................................ 3

IV. Use of Funds .................................................................................................................. 3

V. Program Elements .......................................................................................................... 4
   A. Application .................................................................................................................. 4
   B. Required Program Reports ......................................................................................... 5
   C. Timeline ..................................................................................................................... 5
   D. Review Process .......................................................................................................... 5

VI. Financial Requirements ............................................................................................... 6
   A. General Requirements ............................................................................................... 6
   B. Budget Revisions ........................................................................................................ 6
   C. Financial Claims ......................................................................................................... 6

Appendix
   A. Reviewer Criteria ...................................................................................................... 7
I. Overview
The general purpose of the Migrant Education Program (MEP), as set forth in Section 1301 of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps State Education Agencies (SEAs) and Local Education Agencies (LEAs) address the special educational needs of migratory children to better enable migratory children to succeed academically. More specifically, the purposes of the MEP as stated in Section 1301 are as follows:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from State and local systemic reforms.

The Wisconsin MEP has restructured migrant services into a regional, summer-only model beginning July 2018. For the summer 2018 grant, DPI will fund seven regional programs. The summer-only program approach is intended to concentrate the effort of the Title I, Part C MEP funds and the regional approach is designed to serve more children in larger geographic areas.

II. Eligibility Criteria
In order to be considered for the regional program coordinator/fiscal agent, the following eligibility criteria must be met. All regional migrant programs must:

- serve all eligible migratory K-12 students in the identified region by providing a minimum of 120 hours of services with a focus on literacy and/or mathematics for elementary and middle school students, and credit accrual for secondary students;
- serve or provide referrals for services to all eligible migratory preschool and Out-of-School Youth within the identified region;
- focus on implementing academic services with fidelity and use high-quality instructional materials;
- keep detailed records on services used and student attendance records;
- administer pre/post tests to measure student progress;
- engage families and report on family engagement offerings during the grant term;
- send applicable staff to mandatory trainings hosted by DPI staff;
- plan for and facilitate student transition at the end of the grant term including enrollment, records transfer, and post-secondary preparation;
- collaborate with the State’s Identification and Recruitment (ID&R) staff;
- design a transportation plan (if applicable); and
- develop communication strategies to work with districts within the region and outlying districts.

In the event that no migratory students arrive for an expected program, the regional program coordinator must inform DPI at the start of the expected program.
III. Available Funds
This grant period runs from July 1, 2018, through August 31, 2018. Funds are allocated to regional migrant programs based on the number of students served in the previous year. Applicants may negotiate allocations based on program needs. Grant activities for the award must be completed by August 31, 2018 and a final claim is due November 30, 2018. Carryover is not allowed.

IV. Use of Funds
Title I, Part C funds shall be used to meet identified academic and support needs of migratory children that result from the effects of their migratory lifestyle and disruption to their education. These funds permit effective participation in activities not provided under other programs.

In providing services with funds received under Title I, Part C, each recipient shall give Priority for Services (PFS) to migratory children who have made a qualifying move within the previous one year period and who are failing, or most at risk of failing, to meet the challenging State academic content standards or have dropped out of school. If Title I, Part C funds remain after these students unique needs have been met, they can be used to provide service for other eligible migratory children.

A student would be identified as PFS if they met any of the following criteria:

- **State and local academic achievement**
  Any student that has been designated as failed, absent, exempt, not tested, or not scored on any one of the state and local academic achievement tests. Local academic achievement data may include school or district assessments, in-class teacher observations, and other accessible formative assessment data.

- **Not English Proficient (NEP) or Limited English Proficient (LEP)**
  Students that have been designated as NEP or LEP

- **Retained**
  Students in grades K-8 that have been retained in the same grade as the previous year.

- **Over Age for Current Grade Level**
  Students that is over traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level.
  For grades K-2 age > grade + 6 OR age > 6 for kindergarten (K > 6; 1 > 7; 2 > 8, etc.).

- **Course History**
  Students in grades 9-12 that have failed one or more core high school courses or are not on track for graduation.

- **Out-of-School Youth (OSY)**
  School aged students through age 21 that have not graduated and are not attending school.

Regional programs may use Title I, Part C funds to provide services that:

1) directly benefit a migratory child;
2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan;
3) are grounded in evidence-based research or are a generally accepted practice; and
4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets.
Title I, Part C funds may support:

- instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools);
- support services (e.g., advocacy for migratory children; health, nutrition, and social services for migratory families; transportation);
- professional development;
- family engagement activities;
- coordination activities with other agencies, both within the State and with other States nationwide, including the transfer of student records;
- regional comprehensive needs assessment activities; and
- regional evaluation of MEP services.

The primary purpose of Title I, Part C grant funds are to provide services to migratory children and families. Regional programs are not expected or required to use Title I, Part C funds for identification and recruitment purposes.

V. Program Elements

A. Application

Applicants are required to complete the grant application and budget in WISEgrants. To access WISEgrants, an agency must authorize users in WISEgrants and must have a WAMS ID. For technical assistance regarding the use of WISEgrants, visit https://dpi.wi.gov/wisegrants/technical-assistance.

The grant application reflects the following State Measurable Program Objectives (MPOs). Applicants should keep these MPOs in mind when developing the regional program and completing the grant application. The (MPOs) are explained in detail in the 2017-18 Wisconsin DPI MEP Service Delivery Plan, available at: https://dpi.wi.gov/migrant.

State Measurable Program Objectives (MPOs)

- **MPO 1a**: The state assessment percentage gap for literacy and mathematics between migratory and non-migratory students will be reduced by 3% annually beginning with the 2017-18 school year.
- **MPO 1b**: By the end of the 2018 summer program, 80% of migratory students participating in summer literacy and/or mathematics instructional services, who attended 85% of the time, will demonstrate growth on a local literacy or mathematics assessment.
- **MPO 1c**: At least 70% of PFS migratory students will receive supplemental instructional services through a Title I-C MEP as indicated on the subgrantee’s End-of-Term Report.
- **MPO 1d**: Migratory students attending MEP summer programs will exhibit a 5% gain in literacy and mathematics scores as demonstrated by local pre- and post-test assessments.
- **MPO 2a**: Increase the number of student referrals for services as defined in the Consolidated State Performance Report (CSPR).
  - Definition of referral in the CSPR: An unduplicated number of eligible migratory children who, during the performance period, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service.
- **MPO 2b**: The percentage of migratory students who graduate from Wisconsin high schools will increase from a five-year average of 72% to 80% over the next six years (2017-18 through 2022-23).
• **MPO 2c:** The number of eligible migratory students identified will increase annually as evidenced through the 2017-2018 child count.

**B. Required Program Reports**

The applicant must follow federal regulations for student reporting and timely transfer of records according to statutory requirements Title I, Part C, Sections 1303(f); 1304(c)(8) and 1304(e); Title IX, Part C, Section 9303, and regulatory requirements 34 CFR Part 200, Subpart C.

The applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records and 34 CFR Part 99, Family Educational Rights and Privacy Act]

The list of reports below are requirements for the MEP program. DPI is required to enter all educational and support services data into the New Generation System (NGS) database in a timely manner. Data from NGS is automatically uploaded to the national Migrant Student Information Exchange (MSIX) system on a daily basis.

**Certificate of Eligibility (COE)**

In order for a migratory child to receive Title I-C services, a Certificate of Eligibility (COE) is required. The state’s trained ID&R staff will complete the COE and DPI will review and approve it. Once the COE is approved, DPI will provide a copy to the regional coordinator and the school district, or the private school where the student is enrolled. The only version of the COE that DPI will accept is the COE PI-1727 (Rev. 07-17) form. This COE is updated to reflect the Every Student Succeeds Act (ESSA).

**Student Academic Report**

For all served migratory children, regional programs must complete the Student Academic Report PI-1707, required within two weeks of each student leaving the school or completing the summer program.

**Summer Migrant Program Enrollment Report**

All regional programs must submit the Summer Migrant Program Enrollment Report PI-1708 form to DPI within the first week of the program.

**End-of-Term Report**

Regional programs must submit an End-of-Term report including reflection and evaluation.

**C. Timeline**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant applications in WISEgrants due</td>
<td>June 8, 2018</td>
</tr>
<tr>
<td>Implementation Period</td>
<td>July 1, 2018 – August 31, 2018</td>
</tr>
<tr>
<td>Summer Migrant Program Enrollment Report</td>
<td>Start of term</td>
</tr>
<tr>
<td>Student Academic Report</td>
<td>When each student withdraws</td>
</tr>
<tr>
<td>Funds encumbered by</td>
<td>August 31, 2018</td>
</tr>
<tr>
<td>End-of-Term Report due</td>
<td>September 30, 2018</td>
</tr>
<tr>
<td>Final financial claims due</td>
<td>November 30, 2018</td>
</tr>
</tbody>
</table>
D. Review Process

At least one DPI staff member will use the reviewer criteria in Appendix A to review each grant application.

VI. Financial Requirements

A. General Requirements
DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Applicants are required to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant application. Grantees must complete grant activities and obligate expenses by August 31, 2018. Carryover is not allowed.

a) Eligible Expenses
Applicants must submit a budget with a focus on a viable migrant education program, including personnel.

b) Ineligible Expenses
Agencies may not spend all grant funds on capital objects and may not use grant funds for any activity that is not directly related to removing educational barriers for migratory children.

c) Supplement, not Supplant
Funds must be used to supplement, not supplant, efforts funded by local dollars.

Agencies shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI’s website at http://dpi.wi.gov/sfs/finances/wufar/overview.

Agencies shall also follow the guidelines set forth in the federal Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance 2 CFR Part 200.

B. Budget Revisions

Budget revisions must be completed in WISEgrants. Budget revisions are required when significant changes need to be made to the original approved budget. The agency shall not expend funds until DPI approves the budget revision.

For application and budget related questions, contact Clara Pfeiffer, grants specialist, at (608) 261-6324 or clara.pfeiffer@dpi.wi.gov.

C. Financial Claims

Agencies must complete grant activities and obligate expenses for the 2018 grant term by August 31, 2018. Carryover is not allowed.

Agencies will submit claims for reimbursement for approved expenses in WISEgrants. A final claim is due November 30, 2018. Questions regarding financial claims should be directed to Mark Rudman, accountant, at (608) 267-9187 or mark.rudman@dpi.wi.gov.
## REVIEWER OVERVIEW

For the section below, compile the results from the rest of the application to make a final determination about the quality of this application.

<table>
<thead>
<tr>
<th>Section</th>
<th>Rating</th>
<th>Acceptable</th>
<th>Needs Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8 Instructional Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Instructional Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Coordination and Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ **Acceptable**
The grant application is acceptable as written.

☐ **Needs Revisions**
DPI will need to work with the agency before application is approved.

**Reviewer Justification:**
### SERVICES

<table>
<thead>
<tr>
<th>Content</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
</table>
| 2. Every regional program must provide a minimum of 120 hours of services during the summer grant term. Identify how many hours of services your regional program will provide for each of the following: Instructional Services, Support Services | 2. Both instructional and support services are included, but the majority of the 120 hours is instructional.  
- Instructional service hours include: classroom/teaching hours, tutoring hours, hours secondary students spend working on correspondence courses  
- Support service hours include: academic counseling, health, nutrition, transportation, education, social services. |
| 3. How will the regional coordinator determine the needs of the migratory students in the region? | 3. Applicant showed adequate exploration of needs and explained how the needs were determined. Applicant included names of personnel/agencies they have consulted/will consult regarding student needs such as: transportation, educational programming, program design, staffing needs, student and family engagement, etc. |

**Overall Reviewer Rating for this Question**

- [ ] Acceptable
- [ ] Needs Revisions

**Reviewer Comments:**

---

8
## K-8 Instructional Services

<table>
<thead>
<tr>
<th>Content</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How will K-8 literacy services be provided to the region? (traveling itinerant teacher, one regional site with appropriately licensed teachers, etc.)</td>
<td>4. Literacy services meet the needs of migratory students in the region. The program design is described in detail.</td>
</tr>
<tr>
<td>5. What high quality instructional materials will be used for literacy instruction?</td>
<td>5. The high quality materials or curriculum are evidence-based or are a generally accepted practice. Materials or curriculum are named and described. Name only will not be accepted.</td>
</tr>
<tr>
<td>6. What literacy assessments will be used to gather pre and post test data?</td>
<td>6. Literacy assessments are quantitative in nature and are able to show progress over the term of the program. The assessment tool is identified and the areas of measurement (vocabulary, reading comprehension, reading accuracy, etc.) are defined.</td>
</tr>
<tr>
<td>7. How will K-8 mathematics services be provided to the region? (traveling itinerant teacher, one regional site with appropriately licensed teachers, etc.)</td>
<td>7. Mathematics services meet the needs of migratory students in the region. The program design is described in detail.</td>
</tr>
<tr>
<td>8. What high quality instructional materials will be used for mathematics instruction?</td>
<td>8. The high quality materials or curriculum are evidence-based or are a generally accepted practice. Materials or curriculum are named and described. Name only will not be accepted.</td>
</tr>
<tr>
<td>9. What mathematics assessments will be used to gather pre and post test data?</td>
<td>9. Mathematics assessments are quantitative in nature and are able to show progress over the term of the program. The assessment tool is identified and the areas of measurement (number sense, fractions, problem-solving, etc.) are defined.</td>
</tr>
</tbody>
</table>

**Overall Reviewer Rating for this Question**

- [ ] Acceptable
- [x] Needs Revisions

**Reviewer Comments:**
## Secondary Instructional Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. For secondary students and Out-of-School Youth, what services will be provided for credit accrual toward graduation?</td>
<td>10. Services are evidence-based or are a generally accepted practice that will meet the needs of migrant students. The program design is described in detail. The plan for secondary student services includes specific ways to work toward credit accrual goals and seek input from individual students on their goals. The plan for services for Out-of-School Youth shows readiness to serve these students if they are present in the region.</td>
</tr>
</tbody>
</table>

**Overall Reviewer Rating for this Question**

- [ ] Acceptable
- [ ] Needs Revisions

**Reviewer Comments:**
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
</table>
| 11. Describe how your regional program will integrate resources for migratory students and families (such as health, nutrition, transportation, education, and social services). Include any examples of partnerships or resources. | 11. The Migrant Education Program focuses on education, but there are many services a migratory family may need that the migrant program does not have the capacity to offer.  
- Resources a family may be referred to are listed.  
- Established partnerships or plans for new partnerships for summer program collaboration are described. Resources should include community organizations that the program could potentially refer families to or collaborate with to enhance their program. |

**Reviewer Comments:**
## FAMILY ENGAGEMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Describe your family engagement activities for the region. How will the family engagement activities support and inform the instructional and support services for migratory students?</td>
<td>12. Family engagement activities build the capacity of parents to support their children academically. The activities offer opportunities to learn from families as well as inform families. Family engagement includes a method for gathering parent feedback. Quality family engagement is centered on educational activities that allow for effective communication with families. More resources on family engagement can be found at <a href="https://dpi.wi.gov/excforall/family-and-community-engagement">https://dpi.wi.gov/excforall/family-and-community-engagement</a>. The family engagement activities to support and inform the instructional and support services are described in detail.</td>
</tr>
</tbody>
</table>

### Overall Reviewer Rating for this Question

- [ ] Acceptable
- [ ] Needs Revisions

**Reviewer Comments:**

---

12
### Regional Coordination and Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. How will your regional program facilitate student transition and timely transfer of student records including enrollment and credit accrual records at the end of the grant term?</td>
<td>13. Migrant students often are at a disadvantage in regard to their student records. Efforts to ensure records transfer are important to student credit accrual. The process for student transition and records transfer includes timely transfer of records, enrollment in school for fall, and end of term data submission to DPI is described. The process demonstrates detailed steps to guarantee successful transfer of records for both elementary, secondary students, and Out-of-School Youth; and ways to overcome common barriers in the records transfer process.</td>
</tr>
<tr>
<td>14. How will your regional program inform families of preschool services provided by other service providers?</td>
<td>14. Migrant programs may provide preschool instructional services or refer families to preschool services in the region. The referral process should clearly identify preschool service providers in the region.</td>
</tr>
<tr>
<td>15. How will the regional program coordinator ensure the regional migrant education program is supplemental to the services migratory students receive from their resident LEA?</td>
<td>15. Migrant students are eligible to attend their resident district summer school. Summer migrant programs must be supplemental to district offerings to all students. The applicant identifies which districts within their region provide district summer school programming and how they will ensure migratory students are receiving supplemental services.</td>
</tr>
</tbody>
</table>

**Overall Reviewer Rating for this Question**

- [ ] Acceptable
- [ ] Needs Revisions

**Reviewer Comments:**
# Budget

<table>
<thead>
<tr>
<th>Indicators that Demonstrate an Acceptable Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget is completed and submitted through WISEgrants. Budget is aligned with student needs, program design, and academic and support services to be provided. All costs are allowable, reasonable, and necessary.</td>
</tr>
</tbody>
</table>

## Overall Reviewer Rating for this Question

- [ ] Acceptable
- [ ] Needs Revisions

**Reviewer Comments:**